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Unit 1201: A Historical Study of English Phonology, Morphology, and Syntax.
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This unit for grade 12 is concerned with both the methods and purposes of the historical study of phonology, morphology, and syntax in the English language. The introduction to the unit illustrates language change in Old, Middle, and Modern English versions of "The Prodigal Son" and examines the causes of current language changes as preparation for understanding that the same causes operated in the past. A study of phonological changes leads the students to investigate vowel changes from the time of Chaucer to the present; to understand assimilation, metathesis, and dissimilation; and to comprehend reasons for the changes. Morphological differences are examined in two dialects of Middle English, in Old, Middle, and Modern English versions of "The Lord's Prayer," and in different versions of "The Canterbury Tales." In addition, past and present cultural subgroups are shown to have affected morphology; and morphological change and contact with other cultures are shown to have contributed to syntactic change. Suggested lectures, discussion questions, and worksheets are included, and appendices contain an outline of unit 905 (see TE 001 273) which deals with lexical change. (JS)

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Unit 1201

A Historical Study of English Phonology, Morphology, and Syntax

Grade 12

CAUTIONARY NOTE

These materials are for experimental use by Project English fellows and their associates who contributed to their development.

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MATERIALS NEEDED

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INTRODUCTION

Unit 1201 is intended to be a historical study of the phonology, morphology and syntax of the English language. The unit concerns itself with both the methods and purpose of the historical study but it does not attempt to provide a chronological survey of the history of English. Such a survey seems inappropriate since the major concern of the unit is not with specific historical data but with the growth and change that characterizes a living language.

A number of comments need to be made about the general procedures outlined in the unit. The unit is designed for an inductive classroom technique. The problems with developing materials for inductive teaching are numerous and obvious. A few qualifying remarks are therefore in order. The lecture sections and transitional sections of the unit are artificial. The writers of the unit quite naturally render these passages in written style and thereby make them too formal for classroom reading. They are meant only as suggestions. The same general statement must be made about the discussion questions contained in the unit. The teacher should freely change these suggested remarks and questions to suit himself.

The sample responses to the discussion questions in the unit share the artificiality of the lecture materials. Students will seldom respond in the ways indicated and the teacher will frequently need to use additional questions to bring students to the desired understanding. Students will seldom arrive at precisely the answer outlined, but it is hoped that they will be able to approach the desired response. In some cases, the teacher notes suggest that leading questions are likely to be necessary.

A few additional comments concerning the general format should be made. The left hand column of each page contains notes for the teacher regarding procedures, organization, and assignments. Two types of these notes deserve special mention. Summaries of sections of the unit are marked and should be emphasized. The word ATTENTION is used throughout the unit to mark points where important generalizations are made. The teacher should also attempt to emphasize these points appropriately.

In terms of the specific subject matter treated in this unit two additional points should be made. A unit treating the history of English phonology, morphology, and syntax must of necessity, assume some knowledge of phonology, morphology, and syntax on the part of students. If students do not have such knowledge a consideration of lexical change would probably prove more profitable. Finally, this unit is a limited overview of several complex areas of historical linguistics. While the treatment is in no way definitive, it is hoped that it is representative of the methods used and the conclusions reached by the study of these branches of language history.

A NOTE TO THE TEACHER

The introductory section of this unit can be developed by using alternative, supplemental outlines for a review of MPEC Unit 905, A Historical Study of the English Le icon.

These outlines are contained in Appendix A of this unit. The decision on which of these initiating activities should be used will depend somewhat on the students' previous work with Project English materials, or other materials, relating to the history of the English language and to English phonology, morphology and syntax. For students with little or no background in these areas Unit 905, suitably adapted, might be a more satisfactory starting point. The outlines for a review of lexical change are cross referenced to unit 905. The teacher seeking additional information or alternative avenues of approach can use the relevant section of 905 as a guide.

Even if the teacher chooses to use a consideration of lexical change to open the unit he can still begin by using the tapes or recordings of the parable of the "Prodigal Son" and by considering the differences between the various versions of the parable. Having pointed out phonological, morphological, syntactic and lexical differences in these samples, the teacher may choose to review the history of lexical change as presented in 905 or he may simply dismiss lexical change from consideration on the grounds that it has been treated extensively in other units (701, 702, 902, 905, and 1004).

Sample Introductory Lecture-Discussion

I'd like you to listen to and look at three different versions of a biblical parable that many of you have heard or seen before. These three versions are all in English, though I don't think we will be able to understand all of them easily. The first version you'll hear is in what linguistic historians called Modern English, the second is in Middle English and the third is in Old English.

As you look at and listen to these various type of English try to note differences or changes. Before we begin, let me ask this question.

Sample Discussion Questions

ATTENTION

Leading questions will be necessary to elicit these responses from students. The teacher may wish to use examples of contemporary change to lead students to these answers.

1. What kinds of change, what kinds of differences do you suppose you'll find? In other words, in what ways do you suppose the language has changed? Or to put the same question still another way, in what ways can a language change?

   (1. There are differences in spelling and in sound.
   2. There are differences in the types of endings which words take.
   3. There are differences in the ways words are arranged.
   4. There are changes in the meanings or words and additions to or delations from the word stock.)

Let me supply some labels for the kinds of change you've suggested we might find. Changes in sound, or changes in spelling related to changes in sound, are <u>phonological</u> changes; changes in the types of endings words take are an example of changes which are <u>morphological</u> changes; changes in word arrangement are examples of <u>syntactic</u> changes; and changes in the meanings of words or deletions from or additions to the word stock are <u>lexical</u> changes.

Write the underlined terms on the chalkboard.

ATTENTION

Distribute Worksheet #1.

Directions for students

As you look at and listen to the varieties of English found in these sheets I'd like you to note examples of these various types of change. You probably ought to begin by noting, on your copies of these passages, the cases of sound changes that you can hear in listening to the tapes. Then by examining the written versions carefully you should be able to find a few examples of endings or forms, in word order, or in word meanings. You can use the worksheet I've given you to note some of these

After reading a modern English version, play tape of three versions of Prodigal Son. (Also available on Folkways Records. FL9852.)

examples. We'll discuss the examples a bit after you've pulled them out of these materials.

NOTE TO TEACHER:
While the discussion growing out of this excercise will be fairly short and quite inconclusive the teacher should be able to lead students to a few generalizations about the direction of change indicated by the examples. In a sense, the point here is to demonstrate the method of study for the students. The teacher can point out that these matters will be discussed in depth during the course of the unit. Examples of points that might be made on the basis of the students' work are:
A. While vowel sounds in English have changed greatly, consonant sounds have remained fairly constant; B. The English inflectional system has been greatly simplified; C. Word arrangement in English has become less flexible with the passage of time; D. The number of English words referring to a single referrent has increased since the earliest periods in the history of the language.

Unit 1201
Excerpt # 1

To be read by students

SIDE I, Band 4: (Middle English)

John Wyclif instigated the translation of the Bible into the Middle English of his day; a preliminary version, of which the present passage is representative, was completed about 1380; and a later version prepared about 1388-1395. The origin and relationship of the almost two hundred surviving manuscripts copies have not yet been satisfactorily established; and the respective role played by Wyclif (who died in 1384), Hereford, Purvey, and presumably other translators is unknown.

Text: F. Mossé, A Handbook of Middle English, trans. J. A. Walker (Johns Hopkins Press, 1952), pp. 280-81.

1. The Prodigal Son

A man hadde two sones; and þe ȝonger of hem seide unto his fadir: 'Fadir, ȝyve me a porcioun of þe substance þat falliþ me.' And þe fadir departide him his goodis. And soone aftir, þis ȝonge sone gederide al þat fel to him, and wente forþ in pilgrimage in to a fer contré; and þer he wastide his goodis, lyvynge in lecherie. And after þat he hadde endid alle his goodis, þer fel a gret hungre in þat lond, and he bigan to be nedy. And he wente oute, and clevede to oon of þe citizeins of þat contré, and þis citisein sente him into his toun, to kepe swyn. And þis sone coveitide to fille his beli wiþ pese-holes þat þe hogges eten, and no man ȝaf him. And he, turninge aȝen, seide: 'How many hynen in my fadirs hous ben ful of loves, and y perishe here for hungre. Y shal rise, and go to my fadir, and seie to him: "Fadir, I have synned in heven, and bifore þee; now y am not worþi to be clepid þi sone, make me as oon of þin hynen."' And he roos, and cam to his fadir. And ȝit whanne he was fer, his fadir sawe him, and was moved bi mercy, and renning aȝens his sone, fel on his nekke, and kiste him. And þe sone seide to him: '.Fadir, y have synned in hevene, and bifore þee; now I am not worþi to be clepid þi sone.' And þe fadir seide to his servauntis anoon: 'Bringe ȝe forþ þe firste stoole, and cloþe ȝe him, and ȝyve ȝe a ryng in his hond, and shoon upon his feet. And bringe ȝe a fat calf, and sle him, and ete we, and fede us; for þis sone of myn was deed, and is quykened aȝen, and he was parishid, and is foundun.'

Worksheet #1
UNIT 1201

5b

Types of Language Differences

Differences in Sound			Differences in word endings or form		
Mod.E.	Mid.E.	OldE.	Mod.E.	Mid.E.	OldE.

Differences in word order			Differences in word meanings		
Mod.E.	Mid.E.	OldE.	Mod.E.	Mid.E.	OldE.

Sample Transition

Before we turn to considering these types of change more carefully I'd like to take up another matter with you. You may have noticed that the tape we began this unit with started with a modern version of the parable of the prodigal son. In a short time you'll find that we'll begin our study of sound changes by discussing changes that are taking place currently.

2. What obvious reason can you see for beginning with the future?

   (It is easier to study, more available to us.)

Now let me ask a related question that is a little less obvious.

3. Suppose someone pressed you and asked how you could possibly begin a historical study of the English language by looking at the language as it is now, how would you answer him (assuming, of course, that you were really interested in studying the English language historically)?

   (We might explain by saying that we can look at the language and the way it changes now and make inferences about the way it changed *in the past because the fundamental human* situation is similar. History is in the process of becoming now as it was in the past. People need to communicate with each other now as they did in the past. In either case, what people communicate about in the world in which they find themselves. Though that world have changed, man's need to deal with it through language hasn't.)

As long as we're asking questions like these let's ask one more, rather embarrassing question, a question that teachers seldom ask and that students often ask, although seldom of their teacher.

4. Why should we study the history of our language? What difference does all of this make to us?

Discussion Questions Continued

The answers to these questions will not be apparent to students. The questions are, however, crucial, and it is essential that the students provide these answers. Therefore, it is imperative that the teacher use leading questions to elicit these answers. One effective means of doing this is to repeat the original question in response to student's tentative answers. That is, if a student says "Because the history of our language is important," the teacher replies "Why is it important?" etc.

What will such a study teach us?

(Study of this kind is valuable only in so far as it develops our sense of what it means to be human beings. That is, it is valuable only in so far as it reveals the peculiarly human dimension of our language.)

5. If this is the case, what do **you** think will be of major concern to us in studying the history of our language?

   (The forces, essentially human in origin, which lie behind the changes we discover.)

We've got some good reasons then for studying the history of our language, and for starting our study by looking at the current history of our language. Let's ask ourselves another set of questions.

Sample Discussion Questions

This series of questions is intended to be used to elicit a single response. This response is in parentheses below the questions. The teacher may find that students supply this answer in response to the first question. If this is so, the remainder of the questions are superfluous. If the students do not properly respond to the initial question, the subsequent questions can be used to lead students to the desired conclusions.

1. What will concern us as we look at the changes now taking place in our sounds system?

2. When we find some examples of change, what are we going to do with them?

3. If we list the changes, what will the list show us?

4. Are we simply interested in a list of changes or are we interested in something else?

5. What is that something else?

6. Do the changes in our lexicon have any purpose, or follow any pattern, or are they purposeless and patternless?

   (We are interested in determining the causes of change. As we said a short time ago, the major focus of our study is on the humane or human aspects of the history of our language. This means that we will be interested in noting the way that specific changes in the lexicon demonstrate general patterns of change, or in the way that they reveal certain forces that are at work to effect change.)

Summary and Transition

What we'll be looking for, then, as we examine our language as it is today, will be the patterns of change, the reasons for change, the things which are causing us to change the sound of the language. Hopefully, once we have done this we'll be able to look back at the previous history of our language and notice some similar or nearly similar situations. We can then test our explanation of the causes of changes in the sound system against these actual situations. It would seem possible that given a set of changes, we would be able to infer the causes of such changes. In other words, once we've figured out the forces that account for change in our own time, we should be able to discover some of the same forces operating in the past.

ATTENTION

During the next few days we will concentrate on sound differences, attempting to discover <u>what</u> <u>kinds</u> of changes are taking--and have taken--place, <u>how</u> these changes come about, and, if possible, <u>why</u> these changes occur.

The teacher may wish to use a tape recorder to demonstrate and compare variant pronunciations.

Consider the following words:

broom	root
roof	soot
room	

1. How do you pronounce the vowel of each word?

   (Pronouncing the words individually, students may tend to use /uw/; in context, /u/ may be more common.)

Sample Discussion Questions Continued

2. Is more than one pronunciation acceptable?

   (Yes.)

3. Is this also true of the following words?

   book hoop
   cook spoon

   (For most students, only one pronunciation is acceptable.)

Leading questions may be necessary here.

ATTENTION

4. Can you account for the difference?

   (Students may theorize broadly, but generalizations must be quite tentative at this point. The major realization should be that differences exist in pronunications of some words.)

5. Do pronunciations vary here?

   (Yes. Aunt may have an /æ / or an /ah/; either may have an /iy/ or an /ay/.)

Leading questions may be necessary here.

6. Can you account for the differences?

   (Students may recognize that the variant pronunciations represent regional dialects, levels of education, social dialects, or attempts at social climbing. The major recognition again should be that differences exist.)

Consider the following:

Virginia - Virginy
Oklahoma - Oklahomy
Missoura - Missouri

7. Can you account for these differences?

   (Again, regional variation is apparent. For many speakers, Virginia and Oklahoma may be corrections of their regional pronunciations, Virginy and Oklahomy. Missoura may follow by analogy as an overcorrection, as speakers try to avoid the /i/ ending which characterizes the regional dialect pronunciations of Virginy and Oklahomy.)

Consider:

cart hard

Sample Discussion Questions Continued

8. In many areas of the East the /r/ is not pronounced. Can you account for this?

   (Again, this is regional variation, and it appears to be spreading.)

9. Can you provide other examples of words whose pronunciations vary?

   (Student examples should be examined for types of differences in pronunciation. It should be noted that most differences are in vowel sounds.)

The teacher may wish to use a tape recorder to demonstrate and compare variant pronunciations.

Consider the following:

inquiry
abdomen
automobile

10. How do you pronounce them?

    (Students may vary stress patterns from second or third syllable to first syllable. Differences will also be noticed in vowel sounds.)

11. Is there a direction of change?

    (Apparently there is. More and more pronunciations seem to prefer initial stress.)

12. Can you provide other examples of words with differing or changing stress patterns?

    (Student examples will most likely show movement toward initial stress, though there may be exceptions.)

Leading questions may be necessary here.

ATTENTION

13. When a word changes its stress, what happens to the pronunciations of its vowels?

    (When a syllable loses its stress, its vowel tends to shorten. Thus /inkwáyriy/ becomes /ínkwiriy/. /ǽbdomin/ becomes /ǽbdəmən/, /atə́mobiyl/ becomes /átəməbiyl/.)

14. Is this also true of the examples you provided above?

    (Student examples should, for the most part, indicate shortening of vowel in syllables losing their stress.)

SUMMARY AND TRANSITION

The teacher may wish to introduce consonant change by considering Grimm's and Verner's laws. The distinguishing phonological characteristics of Germanic languages explained by these laws aren't of major significance with regard to contemporary changes in phonology, but are of crucial concern in understanding the early history of Germanic languages like English. Reference: pp. 28-31 of Stuart Robertson & Frederic Cassidy's The Development of Modern English (N.Y.: Prentice-Hall, Inc., 1954).

From the above examples it would appear that pronunciation of vowels and placement of stress may differ in present-day English. (Minor differences may also have been apparent in consonant sounds.) Do these differences represent language change? Can they bring about language change? Or are they merely allowable variation that will have no lasting effect? From our contemporary examples we can do little more than guess. An examination of historical examples will be necessary to see whether such changes are taking place and, if they are, whether there is any pattern to the change.

How do we know what English sounded like in the past? Unfortunately, at least for us, Shakespeare and Chaucer didn't have tape recorders; we have no direct evidence of the sounds of English prior to the late nineteenth or early twentieth centuries. But, like the anthropologist who can give us a fairly accurate picture of the appearance of a long-extinct animal from its fossil evidence, linguistic historians can provide us with a good approximation of the pronunciation of early English by examining its spelling; by reading statements made about its sounds by early writers of the language; by evaluating evidence furnished by the rhymes of poetry, by puns, and by other plays on words; and by examining sounds that still exist in dialectal and conservative usage.

ATTENTION

Distribute copies of the General Prologue to The Canterbury Tales by Geoffrey Chaucer. (Also available on Caedmon Records, TC1151). The teacher may wish to use an overhead projector and Transparency #1 at this point. (See Appendix B)

The following lines from Chaucer's "Prologue" to his Canterbury Tales are read in the Middle English of nearly 600 years ago.

Sample Discussion Questions

1. What differences in pronunciations are most apparent between this and Modern English?

   (Students should have noted variations in pronunciations of vowels and some consonants in many words, differences in inflections, and the presence of inflectional ending /ə/ which Modern English has dropped. Inflections will be treated later.)

Let's examine some of these differences more fully.

Consider:

Use Transparency #2 on the overhead projector. (See Appendix B.)

Chaucer	Modern English		change
Aprill	April	/a/	became /ey/
shoures	showers	/ɨw/	became /aw/
bathed	bathed	/a/	became /ey/
flour	flower	/ɨw/	became /aw/
sweete	sweet	/ey/	became /iy/
inspired	inspired	/i/	became /ay/
heeth	heath	/e/	became /iy/
foweles	fowls	/o/	became /aw/
maken	make	/a/	became /ey/
slepen	sleep	/ey/	became /iy/
open	open	/a/	became /o/
seken	seek	/ey/	became /iy/
straunge	strange	/aw/	became /ey/
shires	shires	/iy/	became /ay/

2. Based on the above examples, what generalization can be made about vowel change from Chaucer's time to the present?

ATTENTION

   (Vowels have tended to lengthen or raise; that is, they are more taut and produced higher in the mouth. Often they go from a straight vowel to a diphthong sound.)

Sample Discussion Questions Continued

Consider:

Chaucer	Modern English
licour	liquor
corages	courage (s)
pilgrimages	pilgrimages
specially	specially

ATTENTION

This process is sometimes termed "anglicization" of borrowed words.

3. What changes have taken place?

   (The stress in each word has changed to the initial syllable. The vowel of the syllable that has lost stress has been shortened.)

4. What relationship seems to exist between stress shift and vowel change in the above examples?

   (A loss of stress on a syllable brings about a shortening of the vowel of that syllable.)

ATTENTION

This chart shows (a) Chaucer's spelling, (b) Chaucer's pronunciation, (c) Shakespeare's pronunciation, (d) Modern English pronunciation, and (e) Modern English spelling of a number of common words:

Use Transparency #3 on the overhead projector. (See Appendix B).

a	b	c	d	e
lyf	/liyf/	/leyf/	/layf/	life
deed	/deyd/	/diyd/	/diyd/	deed
deel	/del/	/deyl/	/diyl/	deal
name	/nam/	/nem/	/neym/	name
hoom	/ham/	/hom/	/howm/	home
mone	/mon/	/mɨwn/	/mɨwn/	moon
hous	/hɨws/	/hows/	/haus/	house

Sample Discussion Questions

ATTENTION

5. What conclusions can be drawn about the kinds and patterns of change?

   (There has been a gradual lengthening of vowel sounds from Chaucer's time to the present.)

   Is this conclusion consistent with the inferences drawn from the excerpt from Chaucer's "Prologue"?

   (Yes.)

Write underline words on the chalkboard.

This pattern change has been called the Great Vowel Shift. The passage you are about to receive contains a concise yet scholarly statement of it. Read the passage carefully, paying particular attention to the diagram.

Distribute copies of pp. 70-72 of Jean Malmstrom's Language in Society, beg.: "Some changes that have taken place" and ending with "difficulties in spelling English."

Sample Discussion Questions Continued

6. Are the previous examples consistent with this pattern?

   (In most cases, yes.)

Sample Lecture Discussion Transition

We have seen something of the kinds of changes that are taking place and that have taken place in the sounds of English, and of the patterns of that change. But this does not tell us how the differences originate or come to replace the standard (i.e., accepted) sounds of a given time and place.

Again, let us examine some contemporary pronunciations for evidence of change:

govement for government
naviator for navy aviator
sheer-shucker shirt for seer-sucker shirt
revelant for relevant
asteriks for asterisk
calvary for cavalry
satistics for statistics
libary for library
secetary for secretary

Sample Discussion Questions

1. Have you heard some of these pronunciations?

   (Probably.)

2. Are they accepted as standard?

   (Most often not.)

3. How have they come about?

   (As errors, either by mistake or by faulty articulation.)

Write underlined terms on the chalkboard. Leading questions may be necessary here.

The teacher may wish to develop these concepts more completely. If so the materials contained in Louis Munzier's "History: The Life in Language," Illinois English Bulletin, Nov. 1960, should prove helpful. The article is available from NCTE.

4. What processes have resulted in the errors?

   (Examples 1-3 result from making sounds more nearly alike--assimilation. Examples 4-6 result from transposing sounds--metathesis. Examples 7-9 result from dropping like sounds or making them more unlike--dissimilation.)

Sample Discussion Questions Continued

5. Can error be a cause of change in pronunciation? Consider February. How is it pronounced?

   (Febuary is on the verge of being accepted pronunciation as well as, and perhaps in place of February.)

Write the underlined words on the chalkboard.

Directions for students

Find additional examples of erroneous pronunciation (yours, your family's, those of young children, public speakers, radio and television announcers, etc.) Write a paragraph on the likelihood of such pronunciations becoming standard.

The teacher should use these paragraphs as a basis for a class discussion of the low probability of any particular error being accepted as standard unless it is imitated or widely enough disseminated. To demonstrate that such changes have occurred the teacher can turn to historical examples like those indicated here.

Again, history may provide examples of sound change through error. Consider:

apparatus	(from L. ad + pārāre)
horse	(from G. ross)
ask	(from OE axian)
England	(from ME Engelond)

ATTENTION

Error, then, has resulted in some sound changes in English. Conceivably it could result in further changes.

Consider the sounds of the following groups of words:

Write the underlined words on the chalkboard.

1. kodak
   dacron
2. beef
   guillotine
3. meow
   thud
4. Unesco
   okay
5. dang
   gee whiz

6. How have these pronunciations come about?

(Group 1: Non-traditional elements have been combined into acceptable sound combinations.

Group 2: Words borrowed from other languages have been given Anglicized pronunciations.

Group 3: Words are created which tend to imitate or suggest the sounds they represent.

Group 4: Acronyms, consisting of initial letters or sounds of a group of words, are pronounced.

Group 5: Euphemistic forms are created to avoid pronunciation of certain taboo words.

In summary, sound differences may be created and sound change brought about by processes of innovation and by imitation of previously established forms.)

Possible Assignment: The teacher may wish to have students find or invent additional examples using these patterns. An exercise like this might be useful in demonstrating the difference between intentional and accidental innovation.

ATTENTION

Obviously, and perhaps fortunately, many errors and innovations never get beyond the originators. Yet some do.

7. What is the process and direction of dissemination? What determines whether a change catches on or not?

(Entertain student theories.)

8. How would Muinzer view the spread of such a pronunciation as vigah for vigor?

(The pronunciation of a prestigious individual, JFK, was widely heard and imitated until the pronunciation caught on.)

After allowing students to hypothesize about these questions refer them to Munzier, Excerpt #35, Appendix A. p. Ve.

ATTENTION

The point is sound changes are initiated by an individual, or by many individuals acting spontaneously, and spread through ever-widening dialect groups, until they are accepted by the language as a whole. Or their spread may be arrested or limited at any stage.

ATTENTION

Summary and Transition

We have seen that the English language is changing phonologically, and that there is a degree of regularity in the change, particularly in vowel sounds and stress patterns. We have noted further that error and innovation play a part in initiating such change, which moves from the individual through sub-groups to full or partial acceptance in the language. But this still doesn't tell us why sound changes occur.

ATTENTION

Distribute copies of Robert Hall's discussion of phonemic change, found in Linguistics and Your Language (Garden City: Anchor, 1960), pp. 173-176) and allow time for reading.

In discussing the Hall selection teacher should attempt to lead students to the point where they are ready to begin the subsequent discussion.

The passage I'm handing out is an excellent introduction to this aspect of sound change. Read it carefully.

There appear to be no simple answers to the question, "Why do sounds change?" Discuss the following theories, attempting to assess the extent and limitations of each:

The class might be broken up in four groups for this activity. Each group could debate the merits of two of the theories and, subsequently, report their conclusions to the class. The best results will be obtained if each group is assigned one of the stronger theories. The parenthetical remarks after each theoretical statement are meant to serve as a guide for teacher commentary on student conclusions.

1. Sound change tends toward more rapid speech and greater ease of articulation.

   (Perhaps in some instances this is true; however, many changes make articulation no easier and some make it more difficult.)

2. Sound change tends toward the pronunciations of prestigious speakers and dominant dialect groups.

   (Yes, but why do individuals and dialect groups differ in the first place?)

3. Cultural contact--the influence on English of peoples who speak another language--brings about sound change.

   (Some examples can be cited; however, such sound changes are probably limited to the times when English is being learned as a second language.)

Sample Lecture-Discussion Continued

4. Phonemes with a high relative frequency tend to be replaced by those less frequently used.

   (No valid test has been established. It is just as likely that phonemes with a high frequency tend to be imitated more often.)

5. Verbal taboos channel the sounds of a language away from certain unacceptable sounds.

   (Examples can be cited. However there are very few taboo words or sound combinations, and the taboos seem to be weakening.)

6. The personality of a people or their environmental conditions determine the directions of sound change in the language.

   (This has fascinating possibilities. Beware of cultural sterotyping and recognize the vast number of variables at work here.)

7. The language's sounds change as speakers emulate the pronunciations of those they envy or seek to be like.

   (Again the possibilities are fascinating. Language <u>does</u> mediate human interaction, and an individual may mold his language to that of a high-status group or admired individual. This might not create phonological change directly, but it may explain the dominance of particular dialect groups.)

This theory should be considered last since it points to the interrelationaship between phonological, morphological and syntactic change. This will serve as an excellent transition to the discussion of morphology.

8. New phonological, morphological, and syntactic patterns trigger additional sound changes, which in turn trigger others.

   (This has distinct possibilities. Morphological and syntactic change can alter stress patterns, which in turn can alter vowel sounds. New sound combinations may be awkward to produce, and further phonological change will take place, allowing further morphological and syntactic change, <u>ad infinitum</u>.)

Summary

It should be noted that it is very likely impossible to discover "<u>the</u> causes" of phonological change. Rather, a great many factors work concurrently to produce such change.

ATTENTION

Transition

Because morphological and syntactic change are significant in themselves as well as being contributing factors in phonological change, we will spend the next few days considering these types of change.

1. Transcribe the following groups of words phonemically. Point out and explain differences in vowel sounds.

> The teacher may wish to use these to integrate concepts of phonological change; or they may be used to evaluate student understanding of materials presented.

able, ability
admire, admiration, admirable
human, humane, humanity

2. Explain the language change(s) which led to:

fambly
humbly
occifer

To what extent is each accepted in current speech? ...in current writing?

3. Two recent pronunciations--one on a network radio newscast, the other in a television commercial--were "debut" /deybɨw/ and "graham" /grɛ̝m/ (a) Are these pronunciations consistent with the patterns of change in the English language? Explain. (b) What processes must these pronunciations go through before they are eventually accepted or rejected by the language as a whole? How would you rate their chances of success? Why?

Sample Lecture-Discussion

You have already discovered that the movement of stress toward the first syllable of a word, phonologically, had a significant effect upon our

language. Let us examine additional examples of Old, Middle and Modern English to determine if this stress shift could have effected other aspects of our language.

Distribute copies of the three versions of the Lord's Prayer from Bloomfield and Newmark's A Linguistic Introduction to the History of English (N.Y.: Knopf, 1963).

I will distribute to you three versions of the Lord's prayer. As you read and compare the three versions, I want you to pay particular attention to the underlined words.

It is immediately apparent, I am sure, that the three passages which you just read are vastly different in appearance. Since these three versions of the Lord's Prayer represent our language at three stages of development, they display vividly the extent to which our language has changed.

Because you have already discussed phonology and phonological change, you probably can detect a number of these differences. But take a closer look at these words to see if there are any other differences.

Use Transparency #4 on the overhead projector. (See Appendix B.)

Old E.	M.E.	Mod. E.
heofonum	hevene	heaven
eor an	erthe	earth
yfele	ivile	evil
ure	oure	our
nama	name	name (silent e)

Sample Discussion Questions

Leading question may be necessary in eliciting this response from students.

1. Aside from the phonological difference, in what other respect do these words vary?

   (Gradual less from O.E. to Mod.E. of the final inflection. i.e. In the word earth the final inflection moves from an in O.E. to a in M.E., to complete disappearance in Mod.E.)

Sample Lecture-Discussion Continued

Write underlined terms on the chalkboard.

ATTENTION

This gradual loss of inflection--in this instance final inflection--is termed <u>inflectional leveling</u>. It results in a change in basic word form. A study of word form and the changes it undergoes is called <u>morphology</u>. Inflectional leveling, then, is a type of morphological change which in part was caused by a shift in stress toward the initial syllable of a word.

Though there is no one force or no one cause that creates morphological change, we are going to explore some possible reasons for the occurrence of such changes. Before doing this, however, I want to acquaint you with one feature of Old English word form.

ATTENTION

In general, Old English words were highly inflected. That is a particular word form was used to show a certain type of relationship within a sentence while another word form was used to illustrate still another relationship. The form of the noun plural, for example, depended upon the way in which the word functioned in the sentence. The word <u>stone</u> had three different plural forms, <u>stanas</u>, <u>stana</u>, and <u>stanum</u>. Besides the suffixes <u>as</u>, <u>a</u> and <u>um</u> used in these plural formations, there were yet other plural inflections, such as <u>e</u> in <u>Engle</u> (Englishmen) and <u>an</u> in <u>Banan</u> (killers). So far five different plural forms have been represented.

Write the underlined words and endings on the chalkboard.

Refer students back to Excerpt #5, p. 10A

Let's look again at the passage from the Prologue to Chaucer's The Canterbury Tales. As you read, pay particular attention to those words which you would classify as noun plurals.

Discuss:

Sample Discussion Questions

Write these words on the chalkboard as students supply them.

2. Which words do you think are noun plurals?

   (shoures, croppes, fowles, corages, pilgrimages, strondes, halwes, londes)

3. What feature of these words proclaims them as plurals?

   (es suffix)

4. Are these unlike the means by which the noun plural is formed in Mod. English?

   (no)

5. Are there any similarities between these plural formations and those of the Old English?

   (Yes. All these plurals are an extension of the nominative and accusative as suffix in stanas.)

6. On the basis of the examples just observed, what statements can you make about the formation of the noun plural in Mod. English as compared with Old English?

   (a. Number of plural forms has been reduced considerably.

   b. One Old English plural form, as, has been adoped for use in a number of different nouns.

   c. The change from as to es is essentially a phonological one.)

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7. Since Chaucer was a very influential figure during the Middle English period, what role might he have played in this type of language change?

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   (If an individual enjoys a high intellectual or social status, his use of the language tends to influence the way in which others use it. In this instance his use of the es form of the noun plural conceivably would reinforce its status as the accepted plural form.)

Transition

Though it has not been indisputably demonstrated, it seems possible that an individual could generate morphological changes that occur in our language. Let us look, then, for additional evidence of influences on morphological change.

I think you will agree that not everyone in America speaks the language the same way or for that matter does everyone use the same word forms. I think you will agree too that though individual differences abound in language use, there are certain characteristics which are representative of a particular area of the country. As you know, these areas are called <u>dialect areas</u>.

Write the underlined term on the chalkboard.

During Chaucer's day, the Middle English period of English language history (1100-1500), England was also divided for various reasons (political, social, geographical) into dialect areas. There were five major areas.

ATTENTION

I want you now to examine two passages representing two of these Middle English dialect areas, <u>East Midland</u> and <u>Southern</u>. To assist you in your reading, a Modern English translation accompanies each passage. However, I want you to observe carefully the underlined words which we will discuss as soon as you have completed the reading.

Write the underlined terms on the chalkboard.

Distribute copies of the selections on pp. 469-471 and 473-475 of Baugh's <u>A History of the English Language</u>.

Sample Discussion Questions

Leading questions might be necessary here.

The modern th grapheme is represented by two symbols in Old and Middle English. þ is used to represent the voiced th of Modern English that and ð is used to represent the voiceless th of Modern English this. While this is an important phonological difference, it is of no consequence morphologically.

1. What part of speech are words like hungreð and gapeð in East Midland and liþ and blisseþ in Southern?

   (verbs-3rd person sing. pres. indic.)

2. Are there any morphological differences among these verbs?

   (No. The symbols ð, þ represent basically the same morpheme.)

3. What part of speech are words like East Midland dragen and felen and Southern habbeb and be?

   (verbs-3rd person plural pres. indic.)

4. Are there any morphological differences between these two groups of words?

   (Yes, East Midland uses en inflection while Southern uses the eð, a morphological variation.)

Another example of morphological differences can be seen in the way a special verb form, the infinitive, is treated in these two dialects.

5. Are there any morphological differences between the Midland words seien and biswiken and Southern springe and sprede?

   (Yes. East Midland uses the inflection en while in Southern dialect the n is absent.)

There are, then, certain morphological differences between these two dialects and I think we can assume that other differences existed among the other major dialect groups as well. History tells us that after the continued interaction of these dialect groups, East Midland, the dialect in which Chaucer wrote his Canterbury Tales, emerged as a type of Standard English. It might

ATTENTION

be added, too, that this East Midland dialect is often referred to as the London dialect because London at that time became the cultural center of England.

Sample Discussion Questions

1. What would the ascendence of one dialect group over the others tend to do to the varying forms which are observed above?

   (It would tend to eliminate them.)

2. What implications can you see in regard to morphological change in the interaction of these dialect groups?

   (Changes would occur in the forms of words which did not conform to the patterns of the emergent dialect. The forms would eventually conform to those of the standard dialect.)

Leading questions may be necessary here.

Sample Lecture-Discussion Continued

Again, any conclusion that we could draw from the preceding discussion would have to be tentative, but it does seem plausible to assume that the interaction between cultural sub-groups, such as dialect groups, influences in some way the morphological changes that take place in our language.

Summary

Sample Lecture-Discussion

We have found thus far that individuals as well as cultural sub-groups have been forces which presumably have influenced the changes that have taken place in the morphology of our language. Both of these forces, I think, can be classed as internal forces. What about external forces--other cultures? In the 9th and 10th centuries Scandinavians engaged in a series of attacks on the English. Gradually the Scandinavian culture

ATTENTION

Sample Lecture-Discussion Continued

and language were not vastly different from the culture and language of the English at that time. It was not difficult, then, for them to intermingle and essentially to be assimilated by the native English culture. This process, however, did not occur without some effects on the English language.

There are many ways our language reveals this Scandinavian influence. I think this influence can be illustrated most simply by an examination of a map of England.

Use Transparency #5 on the overhead projector. (See Appendix B)

On the map, look at the names of these places: Grimsby, Rugby, Whitby, Derby, etc.

1. What obvious way are these names similar?

   (They all end in "by.")

The teacher might ask students to make some guesses about the places where the Scandinavian invaders settled, where the attacks began where they stopped. The students hypotheses could then be checked. The discussion would help to demonstrate the way in which the history of the language is tied to the history of the people who speak it.

2. Where are the places named with "by" compounds located?

   (In northeastern England)

If you remember correctly the Scandinavians settled in this area, and as you might guess this is a Scandinavian place name suffix; it demonstrates a Scandinavian influence on the morphology of English.

Summary

Write the underlined words on the chalkboard.

I think that on the basis of our discussion, it is reasonable to assume that <u>individuals</u>, <u>cultural sub-groups</u> and <u>contact with other cultures</u> are forces which have contributed to the changes in the morphology of our language.

Suggested Activity:
Students could be asked to investigate the place names in their own state or region to determine what other language groups might be or have been affecting the English language in their area.

Sample Lecture-Discussion Continued

Three factors, then, have been identified as possible reasons for morphological change. If it were demonstrated that these same three factors were operating to produce changes in the morphology of Modern English, perhaps this would give some validity to their assumed influence. Let us proceed, then, to a contemporary context to see if this, in fact, is the case.

Transition

Undoubtedly one of the most significant events of our generation was the advent of space exploration. The orbiting of the first Russian satellite in Oct. of 1957 had a tremendous impact on the entire world, especially the United States. The language did not escape this impact.

The Russians elected to call their first satellite Sputnik from which emerged a whole series of new English words and new word forms. The extent to which Sputnik has influenced our language is illustrated by the selection Portrait of the Language as a Young Satellite which I will distribute to you.

Distribute copies of "Portrait of the Language as a Young Satellite" from Illinois English Bulletin, Vol. 47, No. 8-Vol 48, No. 1, Urbana, Illinois, Nov. 1960.

You will notice the versatility of the suffix nik which combines with familar words to create new ones. This suffix has introduced a new morphological form which comes from contact with another culture. Like the contact with the Scandinavian culture which, as we have observed, caused the

Sample Lecture-Discussion Continued

adoption of a number of placename suffixes, the contact with the Russian culture is causing yet another morphological change. It seems apparent then, that contact with other cultures does have a continuing effect on the morphology of our language and appears to be a force which generates change.

ATTENTION

Transition

Let's turn our attention, now, to the opposite end of the scale. Let's consider the way the individual effects morphology.

How many of you remember hearing someone say, "My <u>feets</u> are sore." or "I <u>catched</u> the ball." or "She <u>brung</u> the candy," or "I have a <u>werser</u> cold than you"?

Students should be encouraged to supply additional examples from the speech behavior of small children (perhaps their own brothers and sisters.)

Discuss:

Sample Discussion Question

1. Can you give any explanation for these "incorrect" forms?

   (Responses may be varied but attempt to establish the fact that there is a sort of "logic" to these forms. <u>Feets</u> is like the plural of <u>hand-hands</u> or <u>book-books</u>, etc.; <u>Brung</u> is like <u>sung</u> and <u>catched</u> is like <u>talked</u> or any other <u>ed</u> verb.)

Leading questions may be necessary here.

ATTENTION

I think that we can explain these formations on the basis of an association or, more specifically, an <u>analogy</u> to existing forms. In the case of <u>brung</u>, for example, a known grammatical pattern, <u>sing</u>, <u>sang</u>, <u>sung</u>, is simply extended by analogy to include this past part. form of <u>bring</u> which we know is not an acceptable form. However, there

Write the underlined term on the chalkboard.

Sample Lecture-Discussion Continued

is a different parallel between worser and lesser both of which are comparatives of worse and less. While lesser, a morphological change created by analogy to existing adjective inflection, has been accepted as the correct form, worser remains an outcast. In other words sometimes analogy does effect morphology.

ATTENTION

As a result of individual manipulation of words and forms in our language, other interesting things happen. Do any of you know where the words spaddle and dreeze come from?

1. dreeze from draft and breeze
2. spaddle from spank and paddle

These words are perhaps strange to you but what about words like bash, clash and flare? These are, I am sure, recognizable to all of you.

Sample Discussion Question Leading questions should elicit these responses from students.

2. Can you speculate as to the origin of these words?

   (The words originated from the following combinations:
   1. bash from bat and mash
   2. flare from glare and flame
   3. clash from clap and crash)

ATTENTION

The word portmanteau should be written on the chalkboard, and the teacher might discuss Lewis Carroll's coining of this term for these words.

Historically these words, called portmanteau words, originated by the same process by which dreeze and spaddle were created.

Another way in which individuals can influence the morphology of the language is by a process called Folk or Popular Etymology. Actually it is a faculty association made in tracing a word's or sound's

Write the underlined terms on the chalkboard.

origin. The word belfrey, for example, is not connected with the word bell. Belfrey is from Old French berfray which in its original sense was "a kind of tower." The bells came later and are unessential.

SUGGESTED ACTIVITY:
The teacher might give students a list of words, similar to the one that follows, and ask them to check the original forms of the words by finding the etymology of the terms. Then students could be asked to write one sentence explanations of the way the current forms of these words emerged. (Words that might be used--shamefaced, penthouse, crayfish, touchy, battledoor, standard, pantry, buttery, tweezers, headlong.)

A final means by which individuals can generate morphological change is related to the complex system or roots, stems and suffixes our words are composed of. Roots of words are those elements which remain unchanged regardless of their context. They are perhaps the irreducible forms. To these roots are added stems which tend to limit the range of meaning of the root. To this combination of roots and stems, which in dim antiquity were presumably independent units, are added more stems. From this process of combination or composition arises our enormous system of derivational suffixes which contribute so extensively to the ease with which our language can create new words or change old ones. Look for a moment at what can be done with the word television-televise, televisional, televisionary, televisual and televisionally.

ATTENTION

Write the underlined terms on the chalkboard.

ATTENTION

Students should be encouraged to supply additional examples.

This accumulation of elements which created our derivational system was aided by a speech habit which tends to sink or clip the less important member of a root-stem combination. This abrasion is evident, for example, in what has happened to

ATTENTION

Sample Lecture-Discussion Continued

a once compound word Kingdom. The last syllable -dom is identical with the word doom (Anglo-Saxon dom) but primarily because of this abrasion, it has been reduced to a mere suffix.

A similar procedure has created the suffix ly which is Anglo-Saxon -lice (like). In one form it is now used to transform adjectives to adverbs - as truly, beautifully, elegantly, etc.

Distribute copies of E. H. Sturtevant's "Associative Interference" and "Analogy" from Linguistic Change (Chicago: University of Chicago Press, 1917) and Greenough and Kitteridge's discussion of folk etymology in Words and Their Ways in English Speech (N.Y.: Macmillan, 1961).

To assist you in understanding these processes which seemingly affect the morphology of our language, I want you to read a selection from E.H. Sturtevant's book Linguistic Change and one from Words and Their Ways in English Speech by Greenough and Kittredge.

To continue our discussion of contemporary morphological changes and possible reasons for these changes, I want you to read a passage from The Hiptionary. The selection, Getting the Attic Cleaned, represents, of course, the language of a cultural subgroup. With it, I think, we can witness the relationship between morphological change and another kind of change with which we are going to deal, syntactic change or changes in word order or phraseology.

Distribute copies of "Getting the Attic Cleaned: Psychoanalysis" and the accompanying glossary from Horne's The Hiptionary (N.Y.: Simon and Schuster, 1963).

ATTENTION

Write the underlined term on the chalkboard.

Sample Lecture-Discussion

Look for a moment at the sentence, "Blues you picked up on as a crumbcrusher." Within this sentence there is an example of what seems to be a morphological trend in our language. That is the use of the construction, "picked up." This is similar to many other verb-preposition combinations which are virtually compounds without actual union. These constructions can be called <u>separable affixes</u> or <u>separative compounds</u> and are becoming more common, (e.g. a man ran through, ran over, stared at, despaired of, talked about, looked after, etc.)

Write the underlined words on the chalkboard.

ATTENTION

Sample Discussion Question

1. How would you write the sentence, "Blues you picked up on as a crumbcrusher," in your own words?

Write student answers on the chalkboard.

Your versions of this sentence do not include the words <u>up</u> and <u>on</u> or at least not in quite the same way the Hipster includes them. This essentially is a matter of syntax. The Hipster's use of "picked up on" represents a significant morphological feature, "picked up," which creates a syntactic variation, "picked up on as..."

ATTENTION

SUGGESTED ACTIVITY: The teacher might ask students to write a one page paper on morphological and syntactic features of any special languages that the students are familiar with. The students might consider their own special languages, the special languages of professional groups or fringe groups (criminals, drug addicts, etc.) Their major concern would be finding contrasts with the morphology and syntax of standard English.

Another noteworthy example of the correlation between morphology and syntax from the same example is provided by the two sentences, "But he stays cool" and "But here, too, the head man cools his chops." The use of the word <u>cool</u> in these two sentences represents the ability of Modern English

Sample Lecture-Discussion Continued

Write the underlined terms on chalkboard.

ATTENTION

Transition

Refer students back to the versions of the Lord's Prayer and allow time for examination.

Sample Discussion Questions

Leading questions may be necessary here.

ATTENTION

words to assume various functional roles. In the first sentence cool is a noun while in the second, it is a verb. Cool has made what can be termed a functional shift, which is a syntactic change.

Lets consider the way such "functional" shifts are related to the history of English syntax. Look once again at the three versions of the Lord's Prayer. As you read and compare, specifically, the Old English and the Modern English versions, attempt to determine the extent to which this phenomenen called functional shift might be related to the syntactic differences.

Discuss:

2. What is the most obvious syntactic difference between the Old English version and the Modern English one?

   (word order e.g.
   "Father our thou that art on heaven"
   "Our Father which art in heaven" and
   "Our daily loaf sell us today"
   "Give us this day our daily bread")

3. In our discussion of morphology, what did we discover happening to words like heaven, earth and evil?

   (gradual disappearance of final inflection)

4. In the Middle English version you will notice that considerable inflectional leveling has taken place. What other significant change has taken place?

   (Word order is much nearer Modern English word order.)

5. Does there seem to be any significant correlation between loss of inflection and word order?

   (Yes, inflections signalled function and meaning. With their gradual loss, this role has been assumed by the order in which the words appear in the sentence.)

Sample Lecture-Discussion Continued

ATTENTION

What we have been discussing is a fundamental difference between the syntax of Old English and that of Modern English. This interchangeability of parts of speech or as we have called it, "functional shift," is a tremendously important syntactic feature of Modern English and it has evolved, in part, from a specific kind of morphological change, inflectional leveling.

Distribute Albert Marckwardt's discussion of functional shift in American English beginning with "A development in the field of grammar" and ending with "form of preparatory school."

The excerpt from Marckwardt's book, American English will provide you with more details on the importance of the functional shift.

Historically, then, morphological changes have caused very important syntactic changes in our language. Let's move again out of the historical context and into a contemporary one to see if there are are other forces which contribute to syntactic changes.

SUGGESTED ACTIVITY:
Having read the Marckwardt excerpt students could be asked to examine current newspapers and magazines to find examples of functional shift, and to determine if the generalizations Marckwardt makes hold for the most current examples.

We have already demonstrated a possible source for syntactic change. It is possible that the use of the "separable affix" by the Hipster in some way has enhanced its growth in popularity. Furthermore, the Hipster's use of the word like certainly is a case in point. It is found in its conventional setting in the sentence, "'Freud-shmeud," says John Q. Hip. 'Be like the head man. Lid your flip.'" But it assumes a new dimension in the sentence, "The distortion here is something else! Like freakish." Perhaps this is an explanation for the increased use of like in construction, such as "Winston tastes good

Students might be encouraged to supply other examples of such syntactic changes in advertisements. The teacher might then discuss the advertising business as a subgroup of the culture, causing language change.

ATTENTION

like (in place of as) a cigarette should." or "It looks like it will rain." instead of "It looks as if it will rain." or "He looked frightened like. for "He looked rather frightened." Here, then, the subgroups special use of this word seems to be supporting if not causing a functional shift, a change in syntax.

Previously we've discussed the way cultural contact exerts an influence on language change. Let's proceed, then, to explore cultural contact with particular emphasis on its effect on syntax. When people from two different cultures are forced to live together because of war, for example, a need arises for some type of communication system. To satisfy this need, a language is often developed which embodies aspects of the languages of both cultures but yet is not native to either. It is, one might say, a composite of both. Such a make-shift language is called a pidgin language. Korean Bamboo English is a pidgin language.

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Korean Bamboo English evolved from the interaction between the American soldiers and the native Koreans during the Korean War. This is essentially a spoken language and has no written form. Therefore, the spelling used in transcribing the example which I will distribute to you is based on the way soldiers remember how it was spoken.

Distribute copies of pp. 6-7 of Malmstrom's Language in Society and allow time for reading and translation.

Sample Lecture-Discussion Continued

I think you will enjoy reading The Story of Cinderella-San but I want you to search for characteristic, syntactic features which you feel are significant.

Direction for students.

I think the easiest way for you to note the differences is to try writing a translation of the first few paragraphs. Note the syntactic changes you have to make.

Sample Discussion Questions

1. What are outstanding syntactic features of this selection?

Leading questions may be necessary here.

(a. inverted word order.
b. omission of some function words
c. frequent omission of subject)

Summary

On the basis of this discussion, it seems logical to assume that even today the interaction between different cultures generates syntactic change. Though the example we have used is probably an extreme one, it demonstrates, nonetheless, that cultural contact can effect syntax. In a sense, we already knew this. The inflectional leveling that led to the morphological changes, and the functional shifts we discussed earlier can be explained, partially, as the results of the prolonged contacts with the Scandinavian and French languages growing out of the Norse and Norman invasions of England.

ATTENTION

ATTENTION

In foregoing discussions of forces causing language change, it has been demonstrated, at least tentatively, that individuals do influence the changes that occur in our language. I think it is

important to assert here that since it is in the individual that language originates, since the individual is the one who uses the language, and since the individual is the one who molds the language to suit his needs, he perhaps will always be instrumental in all phases of language change. I think that we can assume, then, that he too will very likely play a part in syntactic change. Perhaps a single example will help to see what I mean.

ATTENTION

1. What do we mean when we say that everything is go?

   (That everything is working properly.)

2. Is the word go functioning as it normally would in this sentence?

   (No. Go is normally used as a verb, here it is operating as an adjective.)

3. What subgroup of our culture has popularized this use?

   (The space agency personnel and newsmen.)

Summary

The teacher might point to the effect that functional shift has on the meanings of words and in this way make a transition to a consideration of the way lexical change is related to phonological, morphological and syntactic change. Some of the materials in Appendix A might be used for illustration.

Let me conclude by noting that this use of go is the particular contribution of Colonel "Shorty" Powers, the NASA announcer for the early launchings. Here, in other words, we can see the individual causing a functional shift, a syntactic change, which some influential subgroup of the society pick up, and which eventually becomes a widely accepted form.

UNIFYING ACTIVITIES

Teachers may wish to use some or all of the following excerises to integrate students' understandings of kinds of language change.

Distribute copies of "The Future of English" from Marckwardt's American English.

1. Read the selection, "The Future of English," from Marckwardt's American English.

The English language has been shown to be changing phonologically, morphologically, and syntactically. There is every likelihood that it will continue to change. Based on your knowledge of kinds and patterns of change and of the forces furthering or impeding change, write a paper in which you speculate on the state of the English language in the year 2100.

(Student responses based on changes dealt with in this unit should reflect:
- lengthening of vowel sounds
- shift of stress toward the first syllable
- shortening of vowels in syllables losing stress
- addition of derivational suffixes and prefixes
- extension of -s plural and -ed past tense and past participle
- replacement of inflected forms by combinations with function words
- functional shift
- extension of syntactic determination of case
- greater rigidity in syntax to compensate for inflectional loss)

(Student responses, based on previous study of broader areas of language change, should reflect:
- use by an increasing number of speakers
- increase in size of word stock
- continued borrowing from other languages
- compounding of words
- leveling influence of improved means of communication
- dialectal specialization in cultural levels and functional varieties)

Distribute copies of "The Principles of Newspeak," appendix to Orwell's 1984 (N.Y.: Signet, 1961).

2. George Orwell, in his novel 1984, projects a society whose language has been changed and rigidly controlled. The resulting language is described in an appendix to the novel entitled "The Principles of Newspeak," which I will distribute to you now.

Unifying activities (Cont.)

Based on your knowledge of patterns of language change, write a paper in which you examine Newspeak as a possible descendant of present-day English. What other factors might work to bring about or limit such language change? What implications does the appendix have in regard to change and control of the English language?

3. Examine the works of a writer (James Joyce, Lewis Carroll, Jack Kerouac, J.R. Tolkien, Beatle John Lennon, Esquire's Tom Wolfe, etc.) who has taken extensive liberties with English morphology and syntax. Point out (a) what changes have been made, (b) what the likelihood is of such changes being accepted as standard, and (c) what implications such writing has for further language change.

4. The mass media--radio, television, newspapers, and magazines--can be powerful forces in bringing about or limiting phonological, morphological, and syntactic change.

   Survey one or more of the above media for several days, recording any examples of language innovation, reinforcement of language change, or restriction of such change.

UNIT 1201

Appendix A

This appendix contains the outlines for a consideration of lexical change in English which are mentioned in the introduction to this unit. The sample transition could be used after discussing assignment #1.

Sample Transition

We've discussed the different types of change a bit now and, as you've seen, we can make some generalizations if we study these matters. Let's consider these types of change individually. I think we can begin with the type of change that has been studied most thoroughly by linguistic historians, lexical change.

In the following outline all page references are to pages in MPEC Unit 905, A Historial Study of the English Lexicon. In outline I the reference in the body of the outline are to the sections in 905 where the various topics receive their main treatment. References on the margin are to related sections of Unit 905. In Outline II the references are to relevant sections of 905.

OUTLINE I

I. An outline for a review of historical change in the English lexicon.

cf: pp. 8-32

A. Discuss the three basic types of change in the lexicon. (Such a discussion might begin with a consideration of the way in which lexical change is currently affecting our language.)

cf: pp. 9-12 and 14-15

1. Borrowing words (see pp. 32-43, 905).

cf: pp. 8-10 and 16-18

2. Shifting the meanings of words (see pp. 43-49, 905).

cf: pp. 13 and 20-22

3. Creating new words (see pp. 49-56, 905).

cf: pp. 8-32

B. Discuss the three basic causes of change in the lexicon. (This discussion also should begin with a consideration of current changes.)

cf: pp. 32-39, 43-45, 49

1. Cultural contact (see pp. 9-16, 905).

cf: pp. 39-40, 45-57, 50-52

2. Subgroup interaction (see pp. 16-20, 905).

cf: pp. 40-42, 47-49, 50-56

3. Individual interaction (see pp. 20-24, 905).

Summary

C. Summarize the way in which types and courses of change interact in producing the emerging lexicon.
(see pp. 24-32, and 56-59, 905).

As an alternative or supplement to the review outlined above the teacher might wish to consider the various types and causes of lexical change in relation to samples of English prose and poetry representing various periods in the historical development of the English language. This approach will allow the teacher to give the student some sense of the chronological development of the English language. In using these samples as a supplement the teacher could begin by eliciting or supplying a general picture of the historical developments during the period represented by a given piece of poetry or prose. (The readings included with the various selections are handouts for students which can be used to help in establishing this background.) The teacher then could lead students to some conclusions about the interaction of causes and types of change during that period. By pointing to key words in the various passages the teacher should be able to illustrate the direction of lexical change that is suggested by the students' conclusions. If this selection is used as an alternative to the preceding section, the teacher will probably wish to consider the specific types and causes of change with relation to specific periods and selections. Cross references to unit 905 are included to facilitate this process. Again the passages of poetry and prose will serve as illustration for the particular type of change that interests the teacher at a given moment.

OUTLINE II

II. An outline for a brief survey of the historical torical development of the English lexicon.

A. Old English or Anglo-Saxon, the original language.

1. Beowulf

See D. Wright's Beowulf (Baltimore: Penguin, 1957).

a. Summary

See Moore, Knott & Hulbert's The Elements of Old English (Ann Arbor: George Wahr, 1958).

b. Old English cutting

See Thorpe, B. (Trans.) "Beowulf" in Newcomer, A.G. et al, (eds.) Twelve Centuries of English Prose and Poetry (N.Y.: Scott-Foresman, 1921).

c. Modern English translation

OUTLINE II (Continued)

2. "The Omnipresent Anglo-Saxons" and "Anglo-Saxons Make Themselves at Home." (Charlton Laird: The Miracle of Language. (Greenwich, Conn: Fawcett, 1962).

Some points that might be made in the discussion of these readings are:

1. Though great differences exist between the Old English and Modern English the relationship between the Old English lexicon and the Modern English lexicon are demonstrable. (The teacher should point out cognates in the two versions of Beowulf. The underlined words in the two versions are cognates. The words with the dots are part cognates or words that might be translated with cognates ("high" for "lofty" and "long" for "tedious".)

2. Old English is a language brought to England. (See Laird selection and pp. 31-33, 905).

3. There is little interchange between Old English and the language of the original Celtic inhabitants of the island. (A discussion of the reason Laird offered for this phenomena would be profitable here. See pp. 32-33, 905 for a suggestion about additional factors.

B. Middle English, the emerging language

1. "The Compleynt of Chaucer to His Purse"

See Newcomer, Twelve Centuries of English Prose & Poetry.

a. Middle English version.

See Newcomer

b. Modern English translation

2. "And Now the Sophisticated Cousins Come" (Laird: The Miracle of Language.)

OUTLINE II (Continued)

Some points that might be made in the discussion of these readings are:

1. Middle English demonstrates the effect of the Norman Invasion on the English lexicon. (The teacher should point out French words in the Middle English version of Chaucer poem. See underlining for words borrowed from Old French. See also pp. 32-34, 905.)

2. Cultural contact leads to borrowing of words. (See pp. 31-35, 905.)

3. The duration of contact between cultures and the way in which contact takes place will affect the number and kind of words which are borrowed by one group or the other. (See Laird excerpts and pp. 34-35, 905.)

C. The Renaissance and the beginnings of Modern English

See P. 257 of Baugh's A History of the English Language.

See Baugh.

1. The battle over "Inkhorn" terms.

   a. Elyot passage as an example of conscious borrowing and coining.

   b. Wilson and Pettie passages to illustrate the battle over "Inkhorn" terms.

2. The controversy over "Inkhorn" terms. (from Robertson and Cassidy: The Development of Modern English.

Some points that might be made in discussing these excerpts are:

1. The Renaissance, and the interchange between European cultures resulting from it, led to an open attitude among 16th and 17th century scholars toward the English language and its "enrichment" through the borrowing of new words. (See pp. 49-52, 905.)

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Appendix A

OUTLINE II (Continued)

2. The inventions of the printing press and the development of the sciences during this period provided sources and motives for lexical growth. (See p. 49, 905.)

3. Not all scholars were in favor of "enriching" the lexicon and the "battle" over "inkhorn" terms resulted. (See Robertson and Cassidy excerpt and p. 51, 905.)

4. In the development of "Inkhorn" terms we can see the individual and the subgroup borrowing and creating new words. (See pp. 49-52, 905.)

D. Modern English, the edge of change.

1. The subgroup shifts meanings. "Shriver's Jivers" and glossary in Horne's The Hiptionary.

2. "The Individual and Subgroups Mediate Change" (from Muinzer: History: The Life in Language.

Some points that might be made in discussion of these readings are:

1. The English Language is still changing. (See pp. 7-28, 905.)

2. Subgroups in contemporary society cause lexical change. (See pp. 15-18, 905, and Muinzer excerpt.)

3. The most frequent kind of change demonstrated in this selection is shifting of meanings. (See Glossary from Horne: The Hiptionary.)

4. The special language of the group helps to make it a group. (See pp. 17-18, 905.)

Summary

E. Summarize by returning to an outline of the various types and causes of change in relation to a specific historical event. (See pp. 52,55, 905.)

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